

Brandon Preschool

The Brandon Centre, Bury Road, Brandon, Suffolk, IP27 0BQ



Inspection date

27 March 2018

Previous inspection date

1 December 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not provide children with consistently challenging learning experiences to promote their good progress in readiness for school. Activities are sometimes not thought through fully to engage and motivate children, especially those who are learning English as an additional language.
- The management has not established effective arrangements to provide staff with regular opportunities for support and guidance to help improve their practice and promote more successful outcomes for children.
- Children who prefer to play outdoors do not have access to a wide range of learning experiences.

It has the following strengths

- Children arrive happy and are keen to attend. Staff welcome children and their families and provide an interesting range of activities and resources which children are eager to explore on arrival.
- Children learn to follow good hygiene procedures and staff encourage them to be independent in their self-care. The premises are safe and secure and children are provided with good-quality toys and equipment.
- Staff follow well-established procedures on arrival and departure to ensure children only leave the premises with an authorised person.
- Staff work with other professionals to help support children's welfare and development.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> improve the quality of teaching to ensure that all children, including those who speak English as an additional language, receive suitably challenging learning experiences that target what they need to learn next to promote their good progress 	08/05/2018
<ul style="list-style-type: none"> ensure effective arrangements are in place for the supervision of staff to provide them with regular feedback and coaching to help them develop their practice. 	08/05/2018

To further improve the quality of the early years provision the provider should:

- review and develop further the range of opportunities provided for children in the outdoor environment.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact on children's learning.
- The inspector completed a joint observation of an activity with the deputy manager.
- The inspector met with one of the managers, the deputy manager and the chair of the committee. She looked at relevant documentation and evidence of the suitability of staff and committee members.
- The inspector spoke to staff and children during the inspection.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Gill Thornton

Inspection findings

Effectiveness of the leadership and management requires improvement

The management does not provide staff with effective supervision opportunities to help them improve their practice and develop their teaching skills. However, staff attend training and some staff are studying for further relevant qualifications to help them in their role. Money from additional funding is spent in collaboration with parents to help support individual children. Safeguarding is effective. Staff are confident about the action to take if they are concerned a child may be at risk of harm. They carry out appropriate safety checks to ensure children are able to play in safety and remind children of simple safety rules, such as to use their 'walking feet' indoors. Self-evaluation is used effectively to help identify some areas for development. For example, parents and children are currently helping to fundraise to purchase additional outdoor play equipment.

Quality of teaching, learning and assessment requires improvement

The indoor environment is well resourced and staff plan activities they know children will enjoy. However, these do not always provide sufficient challenge, especially for older children. In addition, staff do not effectively organise some group times to help children learn key skills, such as listening and taking turns. Instead, some children are so eager to speak out that they do not always allow others to have a turn. However, children generally form good relationships with staff and each other. For example, they pretend to cook dinner for each other and welcome staff joining in with their play. Staff arrange books to help encourage children's interest. For example, on arrival some children go straight to the book area and snuggle up with a member of staff to enjoy a story. Staff use observation and assessment to help monitor children's progress. Parents value being able to view their children's online assessments and add their own observations of their children's learning at home.

Personal development, behaviour and welfare require improvement

Staff sometimes fail to adapt their teaching and interactions to engage children's interest and involvement, especially with children who speak English as an additional language. Children enjoy spending time outside engaged in physical play. They enjoy taking turns and following each other across physical play equipment. Children ride around the small pretend road on bicycles and competently steer round each other. Staff support children's move on to school. For example, they take them on visits to help familiarise them with their new environment. Parents praise staff for being supportive and helpful and say their children love attending.

Outcomes for children require improvement

Children do not develop all the key skills they require to be fully ready for school. However, children learn to follow simple rules and daily routines. For example, at snack time, they clear away their cup and plate and dispose of any rubbish in the correct bin. Children make choices in their play and use their imaginations and explore their own ways of doing things.

Setting details

Unique reference number	251423
Local authority	Suffolk
Inspection number	1103296
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	73
Name of registered person	Brandon Pre-School Playgroup Committee
Registered person unique reference number	RP906831
Date of previous inspection	1 December 2014
Telephone number	01842 810913

Brandon Preschool registered in 1997. It is situated in a community building and is managed by a voluntary committee. The setting employs 11 members of childcare staff who all hold appropriate childcare qualifications. The setting opens Monday to Friday during term time only. Sessions are from 8.30am to 3.30pm. The setting receives funding to provide free early education for children aged two, three and four years old.

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